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ABSTRACT

This document describes the postdoctoral training program undertaken by Douglas R. Pierce at the University of California, Berkeley. He summarizes his major activities and presents a conclusion based on the year of advanced study. (JS)

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Final Report

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POSTDOCTORAL FELLOWSHIP PROGRAM IN EDUCATIONAL RESEARCH

Douglas R. Pierce

University of California

Berkeley, California 94720

August 31, 1969

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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SUMMARY

The Postdoctoral Fellowship in Educational Research enabled Douglas R. Pierce to engage in a year of intensive educational research training in various aspects of higher education and observational and analytic methodology. The training was effected through activities and interactions summarized below.

MAJOR ACTIVITIES AND ACCOMPLISHMENTS

1. Course and seminar auditing:
Multivariate Analysis -- Dr. Leonard Marascuilo
Nonparametric Statistics -- Dr. Douglas Penfield
Systems Analysis (Faculty Seminar) -- Dr. George Kleindorfer
The Student in Higher Education -- Dr. Paul Heist
Advanced Study in Higher Education -- Dr. Leland Medsker
2. Colleague interaction:
 - A. University of California Faculty -- Dr. Leland Medsker, Dr. Theodore Reller, Dr. Paul Heist, Dr. Lyman Glenny, Dr. Leonard Marascuilo, Dr. Douglas Penfield, Dr. George Kleindorfer, and Dr. Chester Swanson.
 - B. Center for Research and Development in Higher Education Staff (in addition to overlaps via joint appointments as listed in "A" above) -- Dr. Warren Martin, Dr. Ken Mortimer, and Dr. Jerry Gaff.
 - C. U.S.O.E. Postdoctoral Fellows -- the orientation program for U.S.O.E. Postdoctoral Fellows at the Belmont Conference Center on September 15-21, 1968, and subsequent meetings of a portion of the Fellows on the University of California, Berkeley, campus, the Stanford University campus, and during the AERA annual meeting in Los Angeles facilitated intensive, highly valued interaction with the Fellows; almost daily interaction with Dr. LeRoy Olson on the University of California, Berkeley, campus likewise proved to be highly rewarding.
 - D. Other -- attendance at professional meetings, visits to various campuses and research agencies, and proposal and manuscript preparation facilitated extensive interaction pertinent to various aspects of higher education and research methodology, as may be inferred from other activities included in this summary. Separate mention is warranted, however, of an extended visit with Dr. Nevitt Sanford of Stanford University and the Wright Institute.
3. Professional meeting attendance:
 - A. Orientation program for U.S.O.E. Research Training Postdoctoral Fellows, Belmont Conference Center, Elkridge, Maryland, on September 15-21, 1968.

- B. American Educational Research Association Research Training Pre-session on Anthropological Methods in Educational Research at Los Angeles on February 1-5, 1969.
 - C. American Educational Research Association annual meeting at Los Angeles on February 5-8, 1969; concurrently, annual meeting of National Council on Measurement in Education.
 - D. American Association for Colleges of Teacher Education at Chicago on February 26-March 1, 1969.
 - E. National Conference on Higher Education sponsored by the American Association for Higher Education at Chicago on March 2-5, 1969.
 - F. Conference on Educational Development Officers in Senior Colleges and Universities sponsored by the Regional Educational Laboratory of the Carolinas and Virginia at Raleigh, North Carolina, on June 25-28, 1969 -- participated as program discussant.
 - G. Annual College and University Self-Study Institute co-sponsored by the Center for Research and Development in Higher Education and the Western Interstate Commission on Higher Education at Berkeley, California, on July 7-10, 1969.
4. Consultation:
Designed and implemented an evaluative study of a school curriculum project, reported in mimeographed form as "Final Evaluation Report: Drama Conferences and Apprentice Program," Dixie Institute for Educational Research, San Rafael, California, May 13, 1969.
- The consultation experience proved to be a valuable practicum, facilitating applied study of instrumentation, sample specification, data collection, and computer processing in data analysis. The project enabled employment of consultants in areas including instrumentation, statistical procedures, and computer programming. Further, the consultation facilitated entry to and observation of schools in the San Francisco Bay Area.
5. Lecture, colloquy, and committee meeting attendance:
Opportunity to attend a considerable number of lectures, colloquy and committee meetings of the Center for Research and Development in Higher Education, the School of Education, and the School of Law provided helpful perspectives on issues of higher education and research methodology.
6. Academic market involvement:
Correspondence and on-site visits to several campuses and research agencies provided opportunities to discuss research objectives and strategies.
7. Independent inquiry and observation:
A. Completed drafting of "Transformations of Interorganizational Domains: A Case Study of Temporary Inter-University Linkage," forthcoming as Chapter 13 in Interdependence and Interaction Among Organizations (New York: Columbia University Press), edited by Andrew Collver.

- B. Drafted "Observations on the Improvement of Curriculum in Higher Education," forthcoming in Improving College and University Teaching.
- C. Drafted a proposal for a Research Training Presession in connection with the 1970 annual meeting of the American Educational Research Association. The proposal, which has been approved by the AERA Selection Committee, is titled, "A Social Systems - Field Studies Paradigm for Research on Organizational and Administrative Phenomena in Education."
- D. Continued intensive reading and preliminary drafting in the areas of collegial organization (particularly mutual adjustment processes in social interaction and conditions of trust) and techniques and strategies for the analysis of collegial organization.
- E. Observed the well-publicized confrontations at the University of California, Berkeley, throughout the year.
- F. Cultivated positive emotional and mental health through the delights of the San Francisco, Mendocino and Morro Bay areas.

CONCLUSIONS

The year of advanced study was valuable. The experience was broadening and liberalizing -- freedom from accustomed routines and time pressures, together with varied and stimulating encounters, generated new interests and ideas. Similarly, course auditing and independent study facilitated better understanding of collegial organization and of research strategies and techniques for extending understanding of collegial organization.

The year of study was even more rewarding as a result of the considerateness which I consistently experienced in interactions with secretaries, faculty and administrators.

A critical problem encountered in the Fellowship Program was the effective absence of the opportunity and challenge of subjecting ideas, techniques and writings to competent researchers and professors for criticism. Similarly, explicitly expressed inclinations to become involved in appropriate activities of the Center for Research and Development in Higher Education, or the Graduate School of Education, were frustrated. Lack of such collegial interaction constituted a serious deficiency of the Fellowship Program.

FURTHER OBSERVATION

The development of alternative approaches for the provision of continuing education for educational researchers warrants high priority. Currently Postdoctoral Fellows are apt to be subsumed into a quasi-graduate student role or taken as an independent scholar. With either approach ambiguity is probable regarding even such nominal matters as office supplies, secretarial service, and computer time, in addition to the critical issue of role relations with others within and without the host institution. The allocation of sufficient resources to develop better alternatives is warranted, to generate the outstanding returns commensurate with the high investment of senior postdoctoral study.